Teaching Excellence Framework

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Aims of presentation

- To provide an overview of the proposed Teaching Excellence Framework (TEF)

- To show how the HEA has inputted into the process of developing, and responding to, the Green Paper

- To highlight the potential implications of the TEF for the HEA’s thematic priorities.
Green Paper chronology. 1

- Conservative Party Manifesto commitment to introduce a Teaching Excellence Framework (TEF)
- Jo Johnson’s speech on 1 July 2015, entitled ‘Teaching at the heart of the system’ outlined his aims for the TEF
- Budget, 8 July 2015: institutions can increase tuition fee in line with inflation from 2017-18 to new students as long as they are providing ‘high-quality teaching’
- BIS informal consultation events to inform the Green Paper (July-November 2015)

**Fulfilling our potential: Teaching Excellence, Social Mobility and Student Choice** published 8 November;
Green Paper chronology. 2

- TEF Level One decisions – automatic for those with a ‘successful Quality Assessment’ – to be published February 2016- will unlock the inflation-capped fee uplift
- Government response & TEF Technical Consultation – ‘spring 2016’
- HE Bill?
- TEF higher level awards for 2017/2018 academic year – spring 2017
HEA contribution to the development of the TEF

- Chief Executive on the TEF Delivery Group
- Secondment to BIS to help to develop the Green Paper
- HEA now leading on the TEF Assessment Framework
- HEA PVC Working Group on the TEF
- HEA submission as part of the Green Paper Consultation

HEA experience and research:
- UKPSF and individual recognition
- UKPSF: Accredited provision
- National Teaching Fellowship Scheme.
- 40 plus reports on teaching excellence
- HEA roundtable on Teaching Excellence, 13 April 2015
Aims of the TEF

- Identify and encourage excellent teaching for all students
- Dissemination of exemplary practice
- Teaching to have equal status with research
- Better information about courses for employers
- Recognise institutions which support students from disadvantaged backgrounds to be successful
- Be flexible in recognising different types of excellence
- Enhance, not damage, the reputation of UK HE internationally
Scope of the TEF

- TEF an evolutionary process
- Up to four levels of Teaching Excellence awards
- An external assessment process
- Assessment to be ‘proportionate and light touch, not big, bossy and bureaucratic’
- Assessment based on common set of nationally collected metrics AND a case for excellence submitted by institutions
- Differential fee caps for different TEF levels
- Grade Point Average system to provide more detailed information about course content and student achievement - the HEAR is ‘an important development’
Aspects of teaching excellence

Teaching Quality (TQ)

Learning Environment (LE)

Student outcomes and learning gain (SO & LG)
Indicative criteria for each aspect of teaching excellence

**TQ**
- Students intellectually challenged, actively engaged in learning and satisfied..
- Strategic and effective approach to intellectual challenge and student engagement
- Courses ...effective in developing all students’ knowledge and skills

**LE**
- Leadership/teaching & learning strategy support & promote excellent teaching..
- Recognition and reward of excellent teaching...
- Mutual benefits of teaching, scholarship and research

**SO & LG**
- Students’ knowledge, skills and career readiness are enhanced by their education
- All students effectively supported to achieve educational and professional goals
- Students get added value from their studies
Measuring teaching excellence. 1 Metrics

Three common metrics (suitably benchmarked):

- Employment/destination – Destination of Leavers from Higher Education, from 2017 results of Her Majesty's Revenues and Customs (tax returns)
- Retention/continuation – student outcomes (annual data returns to HESA)
- Student satisfaction indicators – National Student Survey (teaching quality and learning environment)

Possible future common metrics:

- Student commitment to learning – including appropriate pedagogical approaches
- Training and employment of staff e.g. proportion of staff on permanent contracts
- Teaching intensity e.g. time spent studying as measured by the UK Engagement Surveys; proportion of total staff time spent on teaching.
Measuring teaching excellence. 2. Institutional evidence

Not prescriptive, examples include:

- Building capacity and capability – supporting continued improvement through training, reward and recognition

- Disseminating teaching excellence throughout the institution

- Student engagement in shaping programmes of study
Implications for HEA priority themes. 1 Metrics

Existing common metrics:

- Employment – **employability** across the curriculum as a more appropriate measure
- Retention and success – will draw directly on institutional success in **access, retention, attainment and progression**
- National Student Survey (Questions 5-9 – **assessment and feedback**)

Possible future common metrics:

- Training and employment of staff - **Teaching Qualifications** as a better metric
- Teaching intensity e.g. time spent studying as measured by the UK Engagement Surveys – **Student engagement through partnership**
Implications for HEA priority themes. 2. Institutional evidence

- Building capacity and capability – supporting continued improvement through training, reward and recognition – **HEA accreditation of PG awards and CPD**
- Disseminating teaching excellence throughout the institution – *relevant to the impact of all the themes*
- Student engagement in shaping programmes of study – **Student Engagement through partnership**

**BUT** not prescriptive
Institutional case for excellence

- opportunity for institutions to submit evidence of how they measure teaching excellence; e.g. *flexible learning; internationalisation (or any other of the themes)*

- HEA's submission proposes three TEF ‘standings’, not ‘Levels’:
  - ‘good standing’ as a threshold level - equating to successful quality assessment (not excellent)
  - ‘excellent standing’ - equating to advanced proficiency across all three aspects of teaching excellence
  - ‘distinctive standing’ - equating to specialist expertise in a particular thematic area
In summary

➢ The impact of your strategic enhancement programme could still influence the way the TEF is assessed – via the upcoming Technical Consultation

➢ The impacts generated by your SEP will help to inform your institution’s case for excellence (assuming the current proposals go ahead)

➢ If the HEA proposal about ‘distinctive standing’ were to be adopted, it would significantly raise the profile of your work
Questions?